



LOYOLA COLLEGE OF EDUCATION
[Accredited 3rd Cycle at 'A' Grade by NAAC]
Recognized by NCTE & Affiliated to TNTEU
Nungambakkam, Chennai-600034
Tamil Nadu, India

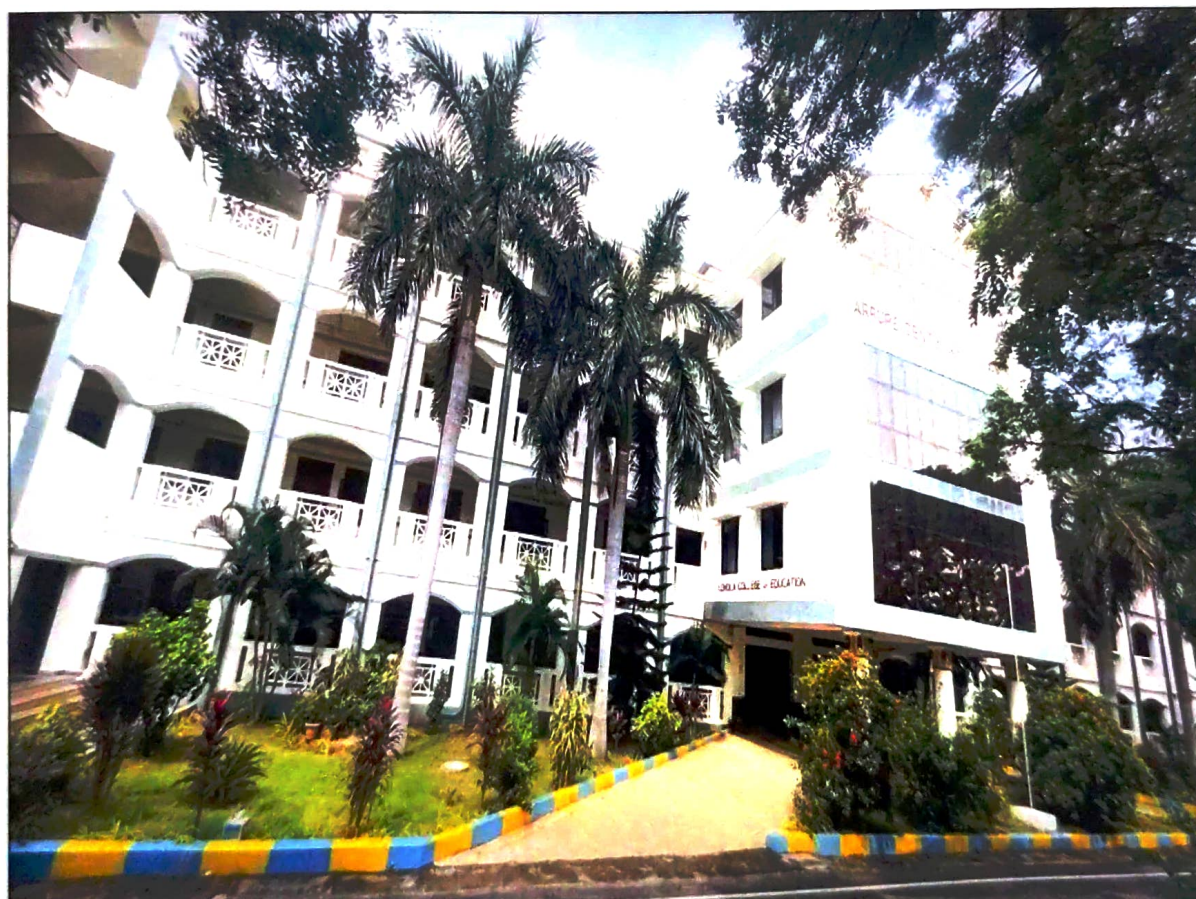
Internal Quality Assurance Cell Organized

Curriculum Feedback Analysis

Action Taken Report

(Internship School Heads, Internship School Teachers, Students, Alumni,
Employers)

Academic Year-2025-2026





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About the Institute

Loyola College of Education, a Jesuit Teacher Education Institution was established in June 2007. It is completely owned and administered by the Loyola College Society registered under the Society Registration Act of 1860 No.5228/1973. It is located on the wide campus of Loyola College of Arts & Science. It is recognized by National Council for Teacher Education (NCTE) and affiliated with Tamil Nadu Teachers Education University (TNTEU). It is accredited at an 'A' grade with a CGPA of 3.79 by NAAC (National Assessment and Accreditation Council) in the first cycle which is the highest among the colleges of education in India. In the second and third cycle, it was accredited an 'A' grade by NAAC.

Loyola College of Education (LCE) has been focusing on the formation of intellectual capacity, training of the will and formation of the character of the student-teachers, thus ensuring the integral formation of the prospective teachers. LCE is committed to inculcating desirable social and human values and moral principles that would make the student-teachers self-disciplined, value-oriented and responsible teachers. LCE provides also a wide range of opportunities and experiences for student-teachers to discover their potentialities both physical and intellectual and cultivate their artistic and aesthetic sense through cultural extravaganza and nurture their social responsibility through rural / slum exposure camps.

Vision

"Holistic formation of human engineers with techno-pedagogical skills to develop a humane society."

Mission

- Forming compassionate, competent, conscientious, creative and committed teachers with techno-pedagogical skills using education as the key to empower the youth to bring about a desirable social transformation.
- Train and form responsible socially committed teachers who promote the fundamental rights and duties, values of liberty, equality and fraternity, uphold the constitution and affirm the ideas of secularism, social justice and sustainable development.



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Objective of Collecting Curriculum Feedback from Stakeholders

The Internal Quality Assurance Cell (IQAC) collects feedback on the curriculum from various stakeholders including students, alumni, teachers, internship school heads and employers. The primary objective of this exercise is to ensure the continuous improvement and relevance of academic programs in line with institutional goals and stakeholder expectations.

The specific objectives are as follows:

- **To assess the relevance and effectiveness of the curriculum** in addressing academic, professional, and societal needs.
- **To identify strengths and areas for improvement** in the existing curriculum structure, content, and delivery.
- **To incorporate suggestions and expectations** from different stakeholders in curriculum design and development.
- **To align academic programs with current industry trends** and employer requirements, thereby enhancing graduate employability.
- **To ensure the curriculum remains dynamic and responsive** to changes in the educational and professional landscape.
- **To promote participatory governance in academic planning** by engaging all key stakeholders in the feedback process.
- **To support quality assurance and accreditation processes** by providing evidence of stakeholder involvement in curriculum enhancement.
- **To foster a culture of continuous academic improvement** through structured and periodic review mechanisms.

The feedback collected is analyzed systematically and utilized to inform curriculum revisions, teaching methodologies and institutional policies aimed at achieving academic excellence and learner satisfaction.

After intensive feedback analysis, the following actions have been recommended by the IQAC through proper channels.



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Feedback from the Stakeholders	Suggestions	Action Taken
1. Feedback from School Heads of Internship Schools	More training on modern based technology and AI based teaching may be beneficial	Organized an intensive, hands-on workshop series on AI-Driven Education and smart classroom tools for all student-teachers prior to their internship deployment. Integrated practical modules on leveraging generative AI tools for designing lesson plans, creating automated rubrics, and developing personalized learning.
	More Digital using latest technology lessons can be prepared	Mandated the integration of ICT and digital pedagogies into standard lesson planning, requiring prospective teachers to design interactive e-content for their teaching practice. Enhanced laboratory infrastructure to provide students with cloud-based tools and specialized software to smoothly construct and host their digital learning materials.
2. Feedback from Teachers of Internship Schools	Current methods aren't enough for competitive standards. We now require students to study the complete curriculum and develop their own unique	Shift from Rote to Deep Comprehension: Modified assignment frameworks to prioritize analytical and application-based questions over direct recall. Student-teachers are trained to design assessments that require



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	responses	school students to construct original answers.
	At present we are encouraging giving the students. But it not sufficient for competitive exams we ask the students to read entire syllabus and encouraging write innovative and own answers.	Competitive Exam Orientation: Organized specialized coaching sessions and seminars targeting competitive examinations to help student-teachers align their classroom delivery with higher-order thinking skills (HOTS).
	Can be trained in using ICT	Digital Pedagogy Workshops: Conducted targeted training sessions on integrating ICT and digital pedagogies into daily instruction. Student-teachers were trained to use digital simulations, interactive software and educational tools to explain complex, abstract concepts effectively.
	The curriculum should approach the students in their psychological perspective. It should also give hand to handle the students emotions and behaviour in proper angle and solving the problem. It should enhance the mental stability of the students to	Strengthening Guidance & Counseling Modules: Enriched the existing teacher-education curriculum with practical case studies focusing on Value Education, Peace Education and Emotional Intelligence. * Classroom Management & Mental Well-being: Organized specialized workshops on behavior management, empathetic



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	come from various social and peer pressure	counseling techniques, and strategies to support school students dealing with peer pressure, anxiety and diverse socio-emotional challenges.
	Should focus on the students	Learner-Centered Pedagogical Shifts: Emphasized student-centric, activity-based learning strategies during pre-internship preparation, ensuring that prospective teachers focus on individual student needs, micro-teaching interventions and inclusive classroom practices.
3. Feedback from B.Ed. Second-Year Students	The certificate courses can be taught clearly by taking more time of classes because it is very fast and half of it can't be understood	The institution revised the delivery model of all certificate courses by extending the total allotted classroom hours and spreading the syllabus across a wider schedule to eliminate compressed learning. Course instructors were directed to moderate their teaching pace, integrate mandatory hands-on practice gaps, and provide curated digital reference repositories alongside dedicated mid-course revision slots to ensure all students fully master the concepts before progression.
	The present curriculum is good, one suggestion is to include classroom management skills in the B.Ed curriculum which includes discipline strategies, time	The institution introduced a dedicated, hands-on training module on professional classroom dynamics within the pre-internship curriculum. This program explicitly trains



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	management, conflict resolution and techniques to motivate students. These help us to manage class better and to become efficient and confident teacher.	prospective teachers in multi-tier discipline strategies, active time-budgeting during lesson delivery and conflict resolution techniques using psychological principles. Additionally, student-teachers are trained in intrinsic motivation methods and activity-based learning structures to naturally maximize student engagement and build classroom management confidence before entering internship schools.
	Some subjects could be given as a single unit rather than having it as a separate subject.	As a non-autonomous institution bound by the prescribed Tamil Nadu Teachers Education University (TNTEU) curriculum framework, the college cannot structurally merge independent subjects. However, to resolve content fragmentation and reduce student burden, faculty members have initiated cross-curricular mapping. Overlapping topics across different subjects are now taught through coordinated, interdisciplinary team-teaching sessions, allowing student-teachers to understand the conceptual linkages as a unified learning block while strictly adhering to university regulations.



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	Professor should give equal opportunity to all and not only on particular students . Treat all students equally	Formulated an institutional equity protocol ensuring all student-teachers receive equal classroom exposure, leadership opportunities and simplified, highly accessible digital learning repositories.
	Use digital tools (videos, simulations, interactive apps) not just for attraction but to deepen understanding and participation.	To address these multi-faceted suggestions, the institution enacted a unified strategic plan across its training frameworks:
	Update the curriculum The curriculum is quite outdated, ICT education has to be advanced, almost everyone knows how to switch on computer or use ppt, we need on hand experience on how to implement AI tools, use them in class, integrate technology in micro-teaching skills etc.	Restructured the practical ICT modules to shift "beyond the tool," providing student-teachers with explicit, hands-on experience in integrating interactive simulations, geometric applets, and generative AI tools directly into micro-teaching components and lesson designs to maximize school-student participation.
	Special training or exposure to various boards of education will be beneficial when seeking jobs at various educational institutions that don't follow the Tamil Nadu state board curriculum. More techniques like Micro-teaching should be added	Supplemented the standard TNTEU curriculum by introducing specialized workshops on the structural and pedagogical frameworks of CBSE, ICSE and international boards, while expanding micro-teaching skill labs to include advanced, technology-mediated instructional techniques to boost graduate employability.



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4. Feedback from Employers	The B.Ed. curriculum can be effectively completed within one year, and a semester system may not be necessary. Greater emphasis should be placed on providing proper training to prospective teachers, ensuring clarity in both planning and execution, without unnecessary confusion.	Optimization of the Curricular Timeline for Intensive Practicum and Skill Mastery in Compliance with TNTEU Norms
	Encourage more subject oriented discussions, Group activities or to present small projects based on their topics	While the institutional framework and two-year semester duration must be strictly maintained as the college strictly follows TNTEU norms, the institution optimized the academic calendar to dedicate maximum time to streamlined, high-impact practical training.
	Still more hands on activities recommended	To match employer expectations while strictly following TNTEU norms, the college replaced traditional lectures with hands-on learning. We introduced clear, step-by-step lesson planning and micro-teaching sessions to remove any confusion in classroom delivery. Additionally, we made subject discussions, group work and small project presentations a mandatory part of daily classes to ensure student-teachers are fully confident and classroom-ready.



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5. Feedback from Alumni	Need updated curriculum for future	Introduced Future-Ready Certificate Courses like Google Mastery ,Sign Language,Art & Communication Skills and Vocational Skills
	It will be good if teacher trainees are trained to use technology to teach the subject	While the core syllabus is bound by TNTEU regulations, the institution updated its practical training to include hands-on workshops on integrating interactive digital tools, simulations, and AI applications directly into subject-specific teaching.
	Kindly keep alumni meet once in a year	The college has officially institutionalized October 2nd as the fixed annual date for the Alumni Meet, ensuring a consistent platform for graduates to connect and share future-ready educational insights.

A. Jasmine Christy

Signature of the IQAC Coordinator

(Dr. A. Jasmine Christy)

Asst. Professor

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Signature of the Principal

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PRINCIPAL

Loyola College of Education

Loyola College Campus

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